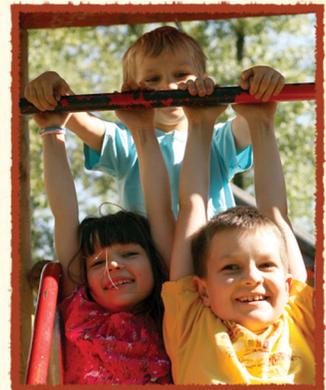
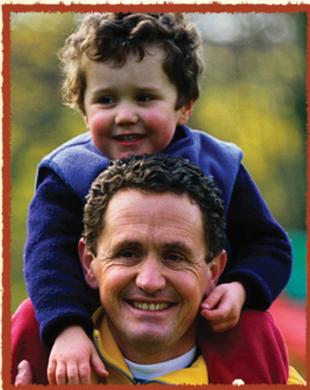


Expressing Warmth and Affection to Children



Project funded by the Child Care and Head Start Bureaus in the U.S. Department of Health and Human Services



What Works Brief Training Kit #20



Center on the Social and Emotional
Foundations for Early Learning
www.vanderbilt.edu/csefel/

June 2009

The **What Works Brief Training Kits** were developed to help in-service and pre-service providers conduct staff development activities. Each kit is based on one What Works Brief and contains the following items: presenter's PowerPoint note pages, participant handouts, activity ideas, pre-training survey, demographic form, training evaluation, and training certificate.

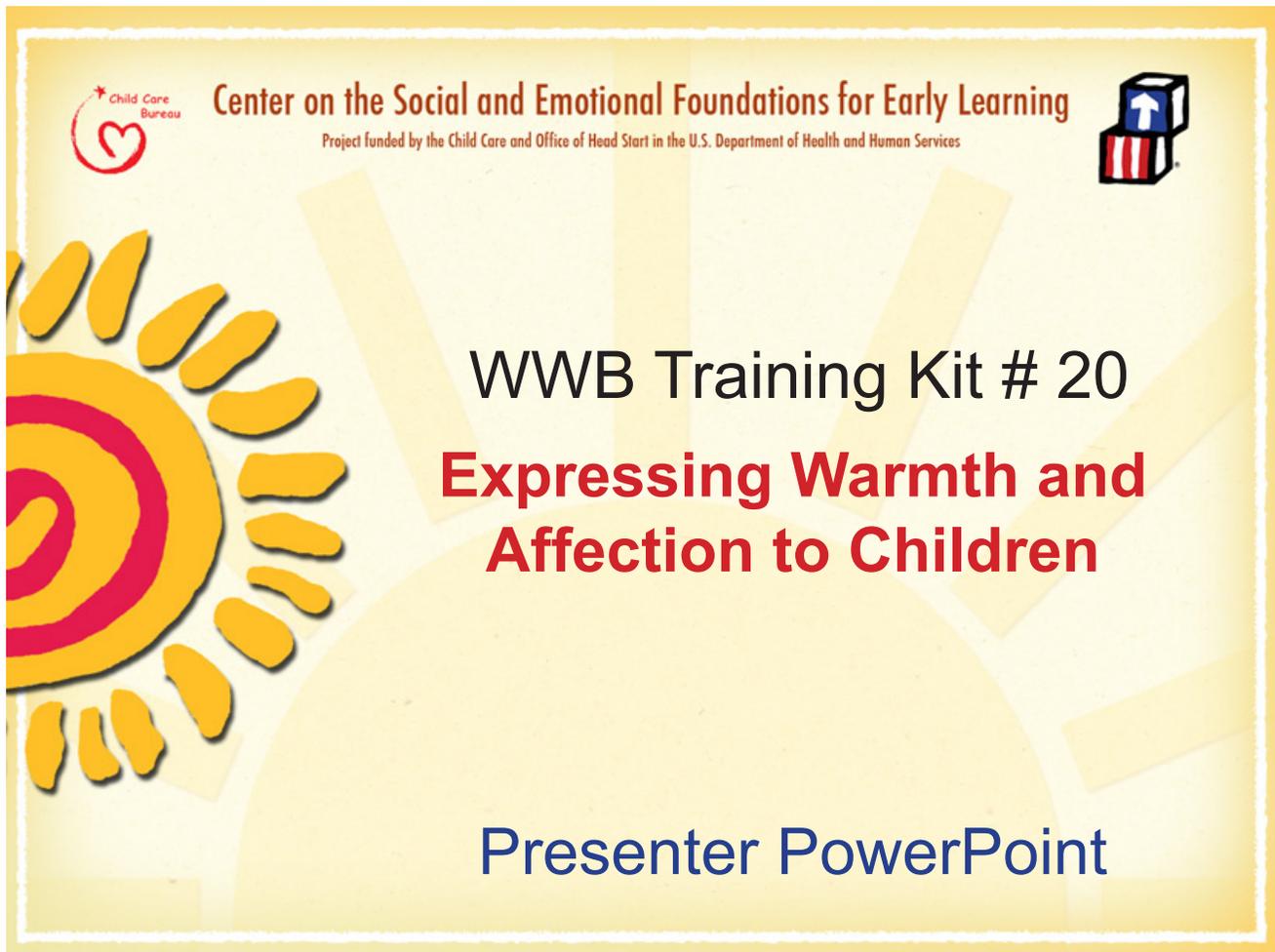
The What Works Brief Training Kits are grounded in the Pyramid model depicted below which provides a framework for describing the four interrelated levels of practice that address the social and emotional development of all children. The Pyramid is designed to guide practitioners in understanding the importance of children's social-emotional competence in terms of school readiness and the prevention of challenging behavior. This What Works Brief Training Kit relates to the "Nurturing and Responsive Relationships" level of the Pyramid.



We welcome your feedback as you provide professional development activities with these materials.

Special thanks to the Meginnis Endowment at UIUC for funding to help support this effort and to the following individuals who developed the What Works Brief Training Kits materials: Micki Ostrosky, Hedda Meadan, Greg Cheatham, Monique Mills, Sallee Beneke, Nancy Gaumer, Amy Hayden, Elenor Rentschler, and Angel Fettig.

Presenter Notes



Speaker Notes:

- Presenter should be familiar with the content in *What Works Brief #20* (available at <http://www.vanderbilt.edu/csefel>).
- Welcome participants.
- Take care of any logistics (e.g., length of time for session, break, handouts, etc.).
- Consider using *What Works Brief #20 Handout* as a supplemental resource.
- Pass out pre-training survey for all participants to complete and turn in.
- As you present the workshop, remind participants to take the culture and background of children into consideration and to work hand-in-hand with parents when they select target behaviors, since some behaviors may or may not be part of the child's culture.

Discuss

How do you know when someone cares for you, likes being with you, is pleased with your efforts and accomplishments?



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Speaker Notes:

Activity #1

- Ask group members to share ways that we know someone cares for us.
- On the activity handout, have participants work individually to draw a picture or symbol that represents their favorite teacher.
- Form small groups of three or four participants. Ask them to share their memories of their teacher with other small group members. Ask each small group to come up with four keywords from their discussion that are related to positive teacher-child relationships.
- Construct a list of keywords on a piece of chart paper by having groups take turns suggesting one keyword, avoiding repetition. Continue until there are no more responses.
- Point out the key words that are examples of warmth of affection.

Teacher Child Warmth and Affection Are Important Because They...

- Contribute to secure relationships between children and adults
- Provide models of positive, gentle, behavior
- Are linked with the ability to interact positively with peers
- Cause teachers to feel enjoyed and appreciated
- Other reasons?



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Speaker Notes:

- Discuss slide briefly.
- Ask participants if they can come up with additional reasons that teacher-child warmth and affection are important.
- Tip: If necessary, prompt participants with the question, “How was the warmth and affection of your favorite teacher beneficial to you?”

Expressions of Warmth and Affection Occur When...

Teachers and caregivers interact with children to

- Protect
- Guide
- Communicate
- Teach
- Play
- Comfort



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Speaker Notes:

- Explain purposes of caregiver-child interaction.
- Note ways in which these expressions relate to the key words identified in Activity #1.
- Discuss Briefly:
 - What opportunities for these types of interactions occur in the course of your daily schedule?
 - How do you comfort children in your classroom?
 - How do you share the comfort of children with other adults in the classroom?
 - If needed, prompt by providing examples. A teacher might show warmth and affection while...
 - Protecting a child by physically placing him-/herself between the child and another child who is being aggressive. The teacher might say something like, "There is no hitting in our classroom. Everyone is safe in our room."
 - Guiding a child by smiling and encouraging his/her efforts.
 - Communicating with a child by making eye contact, smiling, and waiting attentively for a reply.
 - Teaching a child by using a low, even tone of voice; smiling; and acknowledging the child's efforts.
 - Playing with a child by sharing the child's laughter about something funny that has happened.
 - Comforting a child by holding the child on lap, patting his/her back, and telling him/her that he/she will be okay.

How Can You Organize Your Schedule to Increase Expressions of Warmth and Affection?

- Daily routine
- Classroom setup
- Materials and equipment



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Speaker Notes:

- Discuss organizing schedules to increase expressions of warmth and affection: Organizational elements of the daily schedule and routines, classroom set-up, and materials and equipment can either increase or reduce the likelihood that warmth and affection will be expressed between teachers and children.

Examples of elements that are likely to **increase warmth and affection:**

- Sitting and talking with children as they eat snacks and meals.
- Playing with children in learning centers.
- Holding children on laps or sitting next to children while reading stories.
- Interacting with children as they do things independently, often in child-initiated activities.
- Adults in the classroom plan and coordinate duties so that at least one adult is free to interact on a one-to-one basis with children.

Examples of elements that are likely to **reduce warmth and affection:**

- Priority is placed on classroom maintenance rather than teacher-child interactions during class-time.
- Tables are equipped with only enough chairs for the children (adults must stand).
- Routines require children to stand in lines for long periods.
- Children must always request materials from the teacher; materials are not easily accessible to children.
- Whole-group instruction is the main format for teacher-child interaction.

Warm and Affectionate Teachers Show Children That They...

- Like them
- Enjoy being with them
- Are having fun with them
- Are pleased with their efforts and accomplishments



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Speaker Notes:

- Activity #2 preparation: Make two columns on a piece of chart paper. Label Column #1 "Shown." Label Column #2 "Not Shown."
- Explain Activity #2 to the participants.
 - Note points on Slide #6.
 - Tell participants that they will be reading and responding to four scenarios.
 - Ask teachers to respond to the ways that the teachers in the scenarios on the four slides have shown, or have not shown, warmth and affection.
 - Optional: Distribute handout of four scenarios.
 - Record participants' suggestions on chart paper and acknowledge any relationship to the memories in Activity #1.
- Optional formats for discussion:
 - If you have a large group, divide participants into groups of three or four, and provide each group with their own chart paper and markers.
 - If you have a small group, discuss each slide as a group and record participants' responses as you go.

Scenario #1

While eating breakfast with her 3- and 4-year-olds, Mrs. Foster's glance falls on Marcus, who has been absent for several days. When he briefly looks up from his plate, she smiles and says, "I'm happy to see you this morning, Marcus. We missed you."



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Speaker Notes:

- Examples of possible responses: Mrs. Foster has shown warmth and affection by
 - verbalizing positive feelings to Marcus.
 - smiling.
 - making him feel as if he is part of the classroom community when she says, "We missed you."
- Participants may note that in some cultures it is not polite to make direct eye contact. In that case, Mrs. Foster may have made Marcus feel uncomfortable.

Scenario #2

Mr. Cavendish is reading to three toddlers in the book area. Catherine leans against his shoulder and strokes his hair while peering at the book. Julio and Carl are snuggled at his sides. He reads in an animated tone, occasionally asking or answering questions in a gentle, soothing tone of voice.



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Speaker Notes:

Examples of possible responses: Mr. Cavendish has shown warmth and affection by

- sitting on the floor, so that the children can be physically close to him.
- allowing the children to express affection to him (e.g., Catherine strokes his hair).
- attempting to make the book interesting to the children (e.g., he uses an animated tone).
- valuing the children's questions and answers.
- using a soothing tone of voice.

Scenario #3

Ai-li's parents have recently moved to the United States from China. Ai-li needs a diaper change, but she is engrossed with a ball. Mr. Hareem, a new teacher, approaches and attempts to entice her to come to him by talking with a sheep puppet. Ai-li turns her head and shrinks away from Mr. Hareem. Mr. Hareem smiles and says, "Don't be shy, Ai-li," and picks her up. Ai-li begins to cry and struggles to get down.



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Speaker Notes:

- Examples of possible responses: Participants may believe that Mr. Hareem has shown warmth and affection by
 - attempting to make diaper changing time fun by introducing a novel object, the puppet.
 - attempting to get to know Ai-li by changing her diaper.
 - smiling.
- Mr. Hareem does not know that in Chinese culture, parents encourage children to be wary of novel objects and unfamiliar people. He has not shown warmth and affection by attempting to
 - pick Ai-li up, when she has not had an opportunity to get to know him first.
 - pick Ai-li up, when she has communicated with body language that she does not want him to pick her up.
 - entice Ai-li by introducing a novel object, the puppet.
- Caregivers must be aware that parents' expectations are not always the same as those of caregivers. By forming collaborative relationships with parents, caregivers can help bring consistency and coherence to a child's world.

Scenario #4

Ms. Morton is coping with a rainy day by organizing a strenuous activity for her 4- and 5-year-olds under the covered outdoor area. She and her assistant, Mrs. Kim, cheer, clap, laugh, and shout out encouragement as groups of children move across the area by first walking backwards, then running, hopping and jumping. Soon, the children who have finished first begin to do the same for their peers.



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Speaker Notes:

Examples of possible responses: Participants may believe that Ms. Morton and Mrs. Kim have shown warmth and affection by...

- noticing the children's efforts.
- cheering.
- encouraging.
- clapping.
- modeling.

Ways to Convey Warmth and Affection

- Validating
- Hugging
- Holding
- Stroking
- Facial expressions—Smiling
- Laughter
- Voice tone
- Terms of endearment



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Speaker Notes:

- Discuss ways to convey warmth and affection to children: Many of these ways of showing warmth and affection have probably already been suggested by participants. Use those that have already been mentioned to validate the expertise of the participants.
- If any of these ways of showing warmth and affection have not already been mentioned, ask participants to suggest ways that they might incorporate them into their daily routine.
- Remind participants again that cultural and individual differences must be taken into account when determining how to show warmth and affection to children. Learning about parents' expectations, goals, and perspectives on child rearing can help caregivers find ways to successfully convey warmth and affection to a child from another culture. Also, observing individual children can provide cues into the forms of affection that they enjoy/dislike.
- The meaning of the term “validating” may require some explanation. In this context, validating means acknowledging and affirming what the child says or does.

More Ways to Convey Warmth and Affection

- Encouragement
- Playful teasing
- Playful physical contact, such as brief tickling
- Patting on the head
- Special handshake



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Speaker Notes:

Discuss ways to convey warmth and affection to children.

Smiling Has an Impact

- From early infancy
- Conveys positive emotion
- May help child appreciate other forms of teacher affection



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Speaker Notes:

- Optional Activity #3: This activity can be done using the Activity #3 handout or as a small- or large-group discussion. Ask participants to think of something that makes them smile. Then ask them to identify and share barriers to smiling in their daily classroom routines. Ask them to think of what they might change in their classroom environment or routines to increase the frequency of their smiles. Make it clear that you're talking about the adult.
- Examples of barriers to smiling in daily classroom routines:
 - Teacher feels that his/her classroom must be spotless at all times.
 - Pressure to cover all activities that have been planned for the day.
 - Difficulty managing transitions between activities, such as putting on coats and boots to go outdoors.

Influences on Teachers' Expressions of Affection

- Teachers express warmth and affection in varying ways
- What factors might influence these variations?



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Speaker Notes:

Activity #4

- Ask teachers to work in groups of three or four to list all the factors they can think of that might influence the form and frequency of teachers' expressions of affection.
- Ask each group to share an example with the group as a whole.
- Continue moving from group to group until all answers have been explored. Add any influences that have not been mentioned.

Examples of factors that might influence the form and frequency of teachers' expressions of affection:

- Background (ways affection is expressed at home, cultural differences, earlier experiences).
- Feelings (personal style and preference).
- Classroom organization (opportunities for exchanges of warmth and affection).
- Relationships teachers have with one another (children are aware of stressful relationships between teachers).

One Size Fits All?

Teachers can adjust their styles of expression to a child's

- Needs
- Preferences
- Family
- Cultural background



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Speaker Notes:

Activity #5

- Ask participants to list and then discuss some of the situations in which they have adjusted their style of expression to the individual needs, preferences, family, and/or cultural background of a child.

Examples of ways in which cultural background of a child might influence teacher's style of expression:

- Eye contact is valued in Anglo-European culture, but it may be viewed as disrespectful among some African Americans and Latinos, and as shameful among some Asian groups.
- For a child who lives with two same-sex, gay, or lesbian parents, statements that assume all parent couples are male/female will not apply.
- In a child's culture it may be considered inappropriate to pick up food with one's fingers.
- In many Muslim and Middle Eastern families, it is inappropriate to touch someone or to take or pass food with the left hand.
- Among many Asians the head is considered the residence of the soul, and it is considered inappropriate to pat the child on the head.

More Tips to Remember

- Input from parents can help you attend to and individualize based on children's personal preferences
- Some children who engage in persistent challenging behavior may need warmth and affection the most, and may be using challenging behavior to seek attention
- Monitor whether you are adequately expressing warmth and affection



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Speaker Notes:

- Advise participants of the importance of self-monitoring their expressions of warmth and affection. It is important to ask yourself if you are showing that you
 - love your work?
 - are preoccupied?
 - are paying attention?
 - like children through a warm tone of voice?
- Advise participants that expressions of warmth and affection have to be genuine.
- Advise participants that videotaping themselves can help them assess and revise their expressions of warmth and affection.

More Tips (continued)

- Avoid showing warmth and affection during or IMMEDIATELY after disciplining children
- Avoid frequent expressions of negative emotion toward children



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Speaker Notes:

- Provide examples of **inappropriate** expressions of affection **immediately after** disciplining:
 - Saying, “Let me give you a hug.”
 - Saying, “I’m sorry I had to sit you in time out.”
 - Asking child to come and sit on your lap.

Final Tip

If the majority of the comments you make to children are positive, you will be contributing to the emotional warmth of the classroom.



Speaker Notes:

Additional Resources

- Copple, C. (Ed.). (2003). *A world of difference*. Washington, DC: National Association for The Education of Young Children.
- Lynch, E. W., & Hanson, M. J. (Eds.). (2004). *Developing cross-cultural competence: A guide for working with diverse children and their families, third edition*. Baltimore, MD: Brookes Publishing.



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Speaker Notes:

- Thank the participants for participating and have them complete the evaluation form, if appropriate.
- Distribute the certificate of attendance if appropriate.

Pre-training Survey

WWBTK #20: Expressing Warmth and Affection to Children

☀️ Why is teachers' expression of warmth and affection to children important?

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☀️ In what ways can a classroom be organized to facilitate expression of warmth and affection to children?

☀️ What are three ways for teachers to express warmth and affection to children?

☀️ What are the three most pressing issues you face as an early childhood professional?

1.

2.

3.

Pre-training Survey

WWBTK #20: Expressing Warmth and Affection to Children

Demographic Information

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Describe yourself (check the boxes that best describe you):

Your gender: Female Male

Your age: under 30 31 to 40 41 to 50
 51-60 61 and above

Your ethnicity: European American Asian-Pacific Hispanic
 African-American American Indian Other (specify)_____

Check your current teaching certificates:

- Early Childhood Education
- Elementary Education
- Special Education
- Other (Specify)_____

Check the one that best describes your education:

- High school or GED
- Some college
- Associate's degree
- Bachelor's degree
- Master's degree
- Other (Specify)_____

Your teaching experience:

How many year(s) have you taught preschoolers? _____

How many year(s) have you taught preschoolers with IEPs? _____

Thank you for completing this survey.

Participant Notes

Child Care Bureau
Center on the Social and Emotional Foundations for Early Learning
Project funded by the Child Care and Office of Head Start in the U.S. Department of Health and Human Services

WWB Training Kit #20

Expressing Warmth and Affection to Children

Participant PowerPoint

Notes

Expressions of Warmth and Affection Occur When...

- Teachers and caregivers interact with children to
 -
 -
 -
 -
 -

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Warm and Affectionate Teachers Show Children That They...

-
-
-
-

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Ways to Convey Warmth and Affection

-
-
-
-
-
-
-
-



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Notes

Smiling Has Impact

- From early infancy
- Conveys positive emotion
- May help child appreciate other forms of teacher affection



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Influences on Teachers' Expressions of Affection?

- Teachers express warmth and affection in varying ways
- What factors might influence these variations



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One Size Fits All?

- Teachers can adjust styles of expression to child's
 -
 -
 -
 -



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Additional Resources

- Cople, C. (Ed.). (2003). A world of difference. Washington, DC: National Association for The Education of Young Children.
- Lynch, E. W., & Hanson, M. J. (Eds.). (2004). Developing cross-cultural competence: A guide for working with diverse children and their families, third edition. Baltimore, MD: Brookes Publishing.



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Notes

Activity #1

WWBTK #20: Expressing Warmth and Affection to Children

Directions: Share ways that we know someone cares for us. On a blank paper individually draw a picture or symbol that represents your favorite teacher.

Form small groups. Share your memories of the teacher with other small group members. Each small group should come up with four key words from the discussion that are related to positive teacher-child relationships.

Construct a list of keywords on a piece of chart paper by having groups take turns suggesting one keyword, avoiding repetition. Continue until there are no more responses.

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Activity #2

WWBTK #20: Expressing Warmth and Affection to Children

Directions: Participants will be reading and responding to four scenarios. In a small group, use the table below to record the ways teachers in the scenarios have shown or not shown warmth and affection.

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Shown	Not shown

Activity #3 (Optional)

WWBTK #20: Expressing Warmth and Affection to Children

Directions: Think of something that makes you smile. Identify and share barriers to smiling in your daily classroom routines. What might you change in your classroom environment or routines to increase the frequency of your smiles?

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Examples of barriers to smiling in daily classroom routines:

- Teacher feels that his/her classroom must be spotless at all times.
- Pressure to cover all activities that have been planned for the day.
- Difficulty managing transitions between activities, such as putting on coats and boots to go outdoors.

Activity #4

WWBTK #20: Expressing Warmth and Affection to Children

Directions: Work in groups of three or four to list all the factors that might influence the form and frequency of teachers' expressions of affection. Share an example with the group as a whole.

Examples of factors that might influence the form and frequency of teachers' expressions of affection:

- Background (ways affection is expressed at home, cultural differences, earlier experiences).
- Feelings (personal style and preference).
- Classroom organization (opportunities for exchanges of warmth and affection).
- Relationships teachers have with one another (children are aware of stressful relationships between teachers).

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Activity #5

WWBTK #20: Expressing Warmth and Affection to Children

Directions: Discuss some of the situations in which you have adjusted your style of expression to the individual needs, preferences, family, and/or cultural background of a child in your classroom.

Examples of ways in which the cultural background of a child might influence teacher's style of expression:

- Eye contact is valued in Anglo-European culture, but it may be viewed as disrespectful among some African American and Latinos, and as shameful among some Asian groups.
- For child who lives with two same-sex, gay, or lesbian parents, statements that assume all parent couples are male/female will not apply.
- In a child's culture it may be considered inappropriate to pick up food with one's fingers.
- In many Muslim and Middle Eastern families, it is inappropriate to touch someone or to take or pass food with the left hand.
- Among many Asians the head is considered the residence of the soul, and it is considered inappropriate to pat the child on the head.

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CSEFEL Training Workshop Evaluation

WWBTK #20: Expressing Warmth and Affection to Children

Date: _____ Location: _____

Topic: _____

Speaker(s): _____

Your position: _____

CSEFEL



☀ Circle the number that best expresses your reaction to each of the following items:

- | | | | | | | |
|--|-----------------------|---|---|---|---|------------------------|
| 1. This topic is important to me. | (Extremely Important) | 4 | 3 | 2 | 1 | (Not Important at All) |
| 2. The amount of information covered was | (Just Right) | 4 | 3 | 2 | 1 | (Inadequate) |
| 3. The information covered was clear. | (Very Clear) | 4 | 3 | 2 | 1 | (Vague) |
| 4. The activities conducted were beneficial. | (Very) | 4 | 3 | 2 | 1 | (Not at All) |
| 5. The handouts provided were useful. | (Very) | 4 | 3 | 2 | 1 | (Not at All) |
| 6. Overall, this presentation was | (Very Useful) | 4 | 3 | 2 | 1 | (Not Useful) |

☀ Things I liked about this presentation:

☀ Things I would change about this presentation:

☀ Additional information I would like on this topic:

☀ New things I am going to try as a result of this workshop:

☀ Additional comments:

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Certificate of Training Expressing Warmth and Affection to Children

This is to certify that

successfully completed the above training

Trainer

Trainer



Participant

Date and Location

**Center on the Social and Emotional
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Additional training resources are available at: <http://www.vanderbilt.edu/csefel/>